
What factors contribute to falling teacher retention rates in Great Britain and what changes could be made to improve retention?

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ACRONYMS

ATL	Association for Teachers and Lectures
BEI	British Education Index
ITE	Initial Teaching Experience
ITT	Initial Teacher Training
LEA	Local Education Authority
NFER	National Foundation for Educational Research
NPCC	National Police Chiefs' Council
NQT	Newly Qualified Teacher
NUT	National Union of Teachers
OECD	Organisation for Economic Cooperation and Development
PGCE	Postgraduate Certificate in Education
QTS	Qualified Teacher Status
STEM	Science, Technology, Engineering and Mathematics
TALIS	Teaching And Learning International Survey
UAE	United Arab Emirates

1. INTRODUCTION

Education is a frequently discussed topic in the public domain leading to media coverage of issues within the field. This media exposure can significantly influence public opinion and how the teaching profession is perceived. Many articles addressing concerns within teaching, such as work load, training and teacher retention, can be easily found via web searches. Mainstream media's portrayal often creates an impression of a 'crisis' within teacher retention (BBC News, 2022; Schools Week, 2022; The Guardian, 2023), with reports frequently published commenting on retention rates or failing to meet recruitment targets (NFER, 2022; Schools Week, 2022). However, it is important to question whether the retention of teachers is a unique problem or it is a universal issue across different employment sectors. Given the strain on public services caused by political and economic changes, lower staff retention rates may extend beyond teaching but other professions issues are less publicised by the media. Within this literature review, I will address how the following themes relate to teacher retention; these themes include motivation, location, attitudes towards changing careers, workload and what keeps people in the profession.

Teaching, as other comparable professions, requires a certain level of entry qualifications and training. Consequently, people entering the teaching profession have previously completed years of education and training in order to begin their career; demonstrating a level of commitment and perseverance in order to do so. After this amount of effort to enter the profession, for people to then opt to leave teaching suggests that there must be strong reasons behind this decision. Stresses and pressures are associated with all careers and jobs. Efficiency, capability and productivity are constantly tracked and monitored in all employment positions, with ever more increasing expectations and personal accountability on employees. In the teaching profession, data based on performance indicators is regularly used to make judgements on school performance, with increasingly demanding targets being set year on year; though there have been changes to the inspection process in Wales to reduce the emphasis on data (ESTYN, 2022). As with all public services, funding to schools has been increasingly stretched which simultaneously builds pressure for schools to meet performance targets with less resources at their disposal. Schools have to maximise pupil outcomes while in turn working in an efficient and effective financial manner. Undoubtedly, the increasingly strained and challenging financial situation can lead to growing pressures potentially having a negative impact on the work force and therefore on staff retention.

Studies have identified varied and complex reasons regarding an individual's decision to leave teaching such as job availability or personal circumstances. These factors vary from person to person, and some are difficult to quantify or measure accurately. It is unlikely that one single factor can be pinpointed as the sole reason for a career change; rather, it is more likely that a combination of factors and circumstances contribute to this decision. Therefore, this literature review will focus on the qualitative factors based around the major themes of motivation, location, attitudes towards changing careers, workload and what keeps people in the profession.

The first step of the review will involve sourcing data on teacher retention rates within Great Britain to establish if there is a greater problem with staff retention within the education sector in comparison to other sectors. Therefore, additional data from comparable professions or sectors will be searched for to allow comparisons to be made. Due to the extensive coverage of this topic within the literature, specific filters will be applied during database searches to manage the amount of literature available.

The literature review will primarily focus on the situation in England and Wales, though some consideration and literature based in Scotland and some overseas educational system will be included. Literature based in England and Wales will be used as the structure of public education in these two nations is very similar. An additional aspect to consider is the differentiation between teachers' experiences who work in different phases of the educational system. It is possible that teaching within the different phases provides differing challenges and reasons for leaving the profession. Therefore, the review will focus on teacher retention rates in the secondary phase, which aligns with my personal experience of being a teacher within this phase. Relevant search terms such as "secondary" and "England & Wales" will be used during the online database searches.

The primary database for sourcing literature will be EBSCO, which is specifically focused on peer reviewed literature. The British Education Index (BEI) will also be utilised to gather further British based literature on the topic. Since the review will include a comparison of staff retention rates in some other, comparable professions to teaching, additional databases will be used to locate literature pertinent to those professions. The Teacher Reference Centre and Zetoc databases may provide usable literature on overseas education systems and the retention rates within specific educational phases, respectively.

To ensure the quality and reliability of the literature, preference will be given to articles and journals that have undergone peer review. These articles will have been rigorously evaluated by experts in the field to ensure appropriate research methods were used and that the findings contribute to the specific subject matter. Furthermore, to provide a current perspective, recent literature published within the past 5 years will take precedence over older articles relating to the topic; though due to the COVID pandemic some literature and data from the past decade will be used.

2. LITERATURE REVIEW

2.1. Introduction – Data

There will be fluctuations to the number of teachers needed within an educational system which would be mainly determined by the number of school aged pupils at the time. Analysis of data such as birth rates and immigration figures would provide a guide as to the number of teachers required within different educational phases and geographical areas. Trends in these data sources have shown that pupil numbers have actually fallen since 2011 (Department of Education, 2010 to 2022) which could have masked issues within teacher retention numbers as the demand for teachers will have lowered with falling pupil numbers. However, predictions from the same data source (Department of Education, 2010 to 2022) suggests that pupil numbers are set to increase in the coming decade, resulting in the need for more teachers. Additionally, changes to the curriculum in Wales along with challenges caused by the COVID pandemic could also mean that increasing teacher numbers is important in order to have a successfully functioning education system. Yet, repeatedly, the British government has failed to achieve teacher training targets especially within Science, Technology, Engineering and Mathematics (STEM) subjects (Department of Education, 2010 to 2022), limiting the numbers of individuals entering the profession, which consequently places a greater importance on the retention of current teachers. Former Minister of Schools, Nick Gibb (NFER, 2018), stated that ensuring “there are sufficient high-quality teachers in our schools for the long term, by delivering our teacher recruitment and retention strategy” is now a priority of the current government. This focus on encouraging individuals to undertake teacher training programmes by the British government did result in an increase in the number of Newly Qualified Teachers (NQTs) rising from 27,229 in 2016/2017 to 27,895 in the academic year 2017/2018, an increase of 2.4%.

Over the same period, the number of teachers leaving the profession has slightly increased from around 9% to over 10%, for example attrition rates were 9.1% in 2012 increasing to 10.3% in 2015 (Department of Education, 2010 to 2022). Analysis of attrition rates solely within secondary school teachers shows a similar pattern with attrition rates increasing from 9.4% to 10.4% in the period between 2011 and 2017. Statistics published by National Foundation for Educational Research (NFER) confirm this trend in rates, along with revealing that secondary school teacher attrition rates are higher than average in particular subjects such as maths, science and modern languages (Worth, 2018). While recruiting newly qualified teachers (NQTs) is important and the focus on attracting new staff to the profession is a positive step; maintaining qualified, practising teachers is vital to ensuring the number of teachers required is met; as teachers leaving the professional will exacerbate the issue and place greater pressure on recruiting people to complete initial teacher training (ITT).

There is an anomaly within the overall data evidently caused by the COVID pandemic. The National Foundation for Educational Research (NFER) commented on a significant increase in applications during the summer of 2020 during the first wave of COVID in the UK (Long and Danechi, 2021). This is echoed in the data on initial teacher training published by the Department of Education itself. Pre-COVID, 2019/2020, there were 33,799 entrants to initial teacher training but the next academic year, 2020/2021, this number jumped to 40,377 giving a 19% increase. However, during the most recent academic year 2021/2022 entrants to the training programmes has lowered to 37,069 (Department of Education, 2010 to 2022).

For comparison, during the time period between 2000 to 2016, the attrition rate among police officers in the UK appears to have remained fairly constant (Home Office, 2000 to 2016). Although a review carried out by the National Police Chiefs' Council (NPCC) found that attrition rates have been increasing since 2013 (NPCC, 2022). Recent figures have quoted the attrition rate as 6.8% for 2022/2023, which is the higher rate since comparable records began (Home Office, 2023). This is a slightly lower attrition rate than that found within teaching but police attrition rates are also increasing which suggests that retention could be an issue outside of teaching also.

Attrition rates in NHS nursing are also cause for concern with Buchan et al (2019) stating that over the similar time period to that of the police data, the average attrition rate within the nursing profession is increasing from 5% to as high as 21% in specific areas of the country. Nationally, the

nursing attrition rates has increased from 9% to 11.5% between 2020 to 2022 (The Health Foundation, 2023). This is very much similar to the teaching rates. However, a high percentage of the nurses leaving the NHS still remain in health care but in the private sector.

Analysis of the Department of Education (2010 to 2022) data along with reports published by the NFER (2018) and additional sources such as a paper published by Scott (2016) which reports that teacher attrition rates were at a ten year high in 2016, all suggesting that the rate of teacher attrition can be approximated to 10%. This is a fairly substantial number of individuals and should this rate increase then this would lead to a more pronounced teacher deficit particularly if pupil numbers increase as predicted. However, the number of teachers required is essentially based on pupil numbers. Governments can track and evaluate this to determine whether or not there are sufficient teachers. The Department of Education forecasts that there will be a 12% decline in pupil numbers over the next ten years to 2032 (Department of Education, 2022), meaning that there could be a staff surplus in some areas; therefore, teacher retention would not be a pressing issue. However, as school budgets are based on pupil numbers, a fall in pupils on role could lead to a reduction in funding which in turn could affect staffing levels and thus retention. In addition, there is a difference within the two education phases, primary and secondary. Analysis of the data (EWC, 2017) shows that primary pupil numbers are set to decrease annually until 2025 but that secondary pupil numbers will increase to a peak in 2024, showing that there will be a difference in demand between the primary and secondary phase, at least in the short term. Thereafter, pupil numbers across both phases are set to decrease due to a decreasing birth rate in the UK.

This attrition rate of approximately 10% is also evident within samples for research studies. Barmby (2006) study into how teacher workload and pupil behaviour affect retention is such an example; the sample size comprised of 246 teachers from England and Wales produced an attrition rate of 9.3%. However, in some literature the rates are quoted as turnover, including teachers that have left the profession but also those that have just left their current post but may have remained in the teaching profession.

International figures do show a difference to that of Great Britain with estimates for the average attrition rates in the United States being between 13% to 25% (Ingersoll, 2001; Harris and Adams, 2007) but an estimate for Norway at a 9% rate (Falch and Ronning, 2007). The variation in these

international attrition rates could be due to differences in the education system, teacher training or the differing attitudes to work-life balance of the different nations. Singapore's teacher turnover rate is quoted as less than 3%; there, teachers only teach lessons for approximately 40% of their time, the vast majority, 60%, of their time is given to lesson planning, research and preparation (Rushe, 2018). This is significant difference to the 10% planning, preparation and assessment (PPA) time allocated to British teachers. Models and examples of good practise could be drawn from national education systems that have a lower attrition rate than Great Britain such as Singapore. Indeed, across Europe, teacher retentions rates do fluctuate with some countries having a surplus and some with a deficit of teachers, of which the UK is mentioned as an example. A report published by the European Union cites a wide range of reasons as to the causes for shortages including negative public image of teaching, uncompetitive salaries and inadequate recruitment processes (European Union, 2013).

Although there appears to be an apparently high number of teachers leaving the profession in Great Britain, it could be a trend that is echoed in similar professions as the nation's attitude towards work changes as shown in the police and nursing data. Developments and advancements in technology have allowed for more people to work from home and the traditional view of having a single career path is becoming less common. Known as a protean career, which has taken its name from the Greek god Proteus, who could change form or shape (Hall, 2002); a protean career is one where an individual changes their career pathway once or numerous times throughout their lifetime. Research suggests that this more flexible approach to one's career allows for a greater sense of purpose at work (Hall, 2002) and that it can better connect to changes in lifestyle and work-life balance (DiRenzo, Greenhaus and Weer, 2015). This is a distinguishing feature of the millennial generation as technology has become seamlessly integrated into both the work place and home life; leading to a move away from the traditional, single career for life model (Parfitt, 2020). Retention rates among millennials are therefore likely to be lower as changing career path is becoming increasing common place.

Statistics from various sources do support the notion of issues in teacher retention within the UK. Looking specifically at working age teachers, the numbers leaving the profession have greatly increased by 44% from 25,000 to 36,000 over the period between 2011 to 2017 (NFER, 2018). In addition, retention rates with early-career teachers have continued to fall (Overden-Hope, Blandford, Cain and Maxwell, 2018). Notably in 2019, Fullard and Zuccollo (2021) found that 67% of teachers

remained in the profession after 5 years compared with 72% in 2010. However, statistics show that the number of teachers retiring has fallen since 2011 which has offset the loss of teaching staff in other groups (NFER, 2018). Positive experiences within teachers' early career years are widely reported to be critical in maintaining high retention rates. Milton (2017) along with Ovenden-Hope et al (2018) both suggest that with the correct support, opportunities and options to progress; it is more likely for employees to remain within a particular profession. This could suggest that future government initiative could focus upon these factors. Indeed, recent government proposals such as sabbaticals and an early career framework (Hinds, 2018) suggest that this demographic is being targeted by initiatives. The British government has often made large investments in training and through bursaries offered to people training in key shortage subjects e.g., STEM subjects; therefore, from an economics stand point, it is also sensible for the government to retain these qualified staff in order to benefit from the investment made to their training.

However, it would be unrealistic to believe that the attrition rate would ever be zero in any professions. Changes to personal circumstances and retirement will inevitably mean there will always be a percentage of people that will leave any profession.

2.2. Theme 1 – Motivation

An integral and fundamental factor in completing any task, process or commitment is motivation. In psychological terms, "it is seen as an internal state or condition that serves to activate, energise or direct behaviour and to give the behaviour impetus, direction and focus" (Wellington, 2006). Words such as enthusiasm, ambition, drive and interest are words often associated with motivation. Therefore, these areas need to be met in order to maintain motivation within a professional career much like a pupil needs to be motivated in a lesson (Capel and Gervis, 2019). Motivation, in its simplest terms, can be categorised as intrinsic and extrinsic. Intrinsic motivation would be defined as coming from within an individual, whereas extrinsic motivation would be driven by external factors such as salary or holiday entitlements. Capel and Gervis (2019) work suggest five elements that contribute to motivation; achievement, pleasure, preventing less pleasant activities, satisfaction and success. A conclusion drawn by Capel and Gervis (2019) is that these five elements are interlinked, for example satisfaction may stem from success, meaning that it can be difficult to specifically determine a singular motivational element as often it is a combination of the five elements.

Arguably, many of these subsequent theories around motivation have stemmed from Abraham Maslow's (1943) work on motivation. He theorised that human-beings have a hierarchy of needs which need to be fulfilled. The hierarchical element, Figure 1, is the main distinguishing feature of Maslow's work from other theories. For example, Capel and Gervis' (2019) five motivational elements exist in combination with one another.

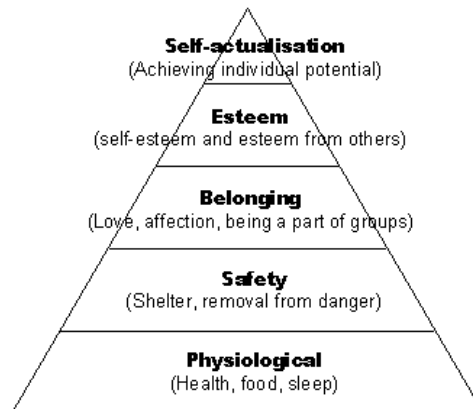


Figure 1: Diagram of Maslow's hierarchy of needs

<http://www.changingminds.org/explanations/needs/maslow.htm>

Maslow (1943) suggested that the lower-level needs, for example physiological needs, must be satisfied before the next levels of need can be met. Within the issue of teacher retention, the high-level needs, such as belonging, esteem and self-actualisation would be intrinsic or altruistic needs that would need to be met in order to maintain motivation to remain in the profession. The lower-level needs are essentially fulfilled as a teacher salary is above the living wage and the working environment of a school would provide those basic needs as they do for the pupils they serve. Though critics of Maslow's theory argue that the levels should not be considered as linear, as often an individual can fulfil several needs at once, as stated in Capel and Gervis' (2019) work.

Combining Maslow's theory (1943) with Vroom's expectancy theory (1964), which assumes that individual feels that if they work hard, they will ultimately be rewarded, has led Blackburn and Lawrence (1995) to conclude that personal motivation is a result of an individual's perception of their ability and their perceived value of the rewards and consequences. This hybrid theory appears to suggest that extrinsic factors will be significant factors in an individual's motivation has opposed to

the intrinsic or altruistic needs in Maslow's hierarchy. In order to improve teacher retention rates, it could be of benefit to identify the main contributing factors to job dissatisfaction and investigate ways to negate these factors; but also, to ascertain positive factors that cause individuals to remain within the teaching profession.

2.3. Theme 2 – Location

Another contributing factor in an individual's decision to remain or leave the teaching profession is location; with geographical or social issues in a particular location being impactful. A National Audit Office's (2016) report, stresses the need of the British Government to specifically address local issues rather than adopting a national approach to teacher retention. In terms of the geographical areas, there are varying factors evident in urban areas that differ to that found in rural areas. Increasing levels of immigration within more urban areas, for example the south-east of England, leads to increased pupil numbers and subsequently impacts upon the teacher to pupil ratio in classes (Barmby, 2006). In direct contrast, rural areas are experiencing more school closures and a lack of opportunities (Slee and Miller, 2015). Nevertheless, in both types of geographical settings, these issues begin to negatively influence the working environment in different ways.

Countries each have their own individual social dynamics be that caused by language differences, cultural differences or geographical differences. Differences are found even within Great Britain between England, Wales and Scotland. The country in which studies were based could impact upon the conclusions. It could be important to compare similar countries to allow the conclusions to be generalised. For example, Australia like Wales has a strong agriculture heritage with numerous rural communities. Handel et al's (2018) Australian research which focussed on the reasons why teachers choose to teach in rural areas has parallels with the many rural areas in Wales. In order to obtain the required qualifications needed to enter the teaching profession, individuals from rural areas would often need to move to urban areas. This means that once qualified these individuals will then have to choose whether to remain in an urban area or return to a rural location. Factors such as lower cost of living, affordable housing or a rural lifestyle could influence this decision. On the contrary, individuals could be attracted to urban areas. Work by Merton (1957) concluded that individuals can be categorised by their motivations to work. Merton (1957) used terms such as "settlers" and "transients" to define the two major groups of people. More recently, discussions have suggested

that as personal circumstances adapt and develop throughout an individual's lifetime, that categorisation into these two groups will be more fluid, changing as priorities and perspectives change. Consequently, this could have an impact upon retention as the reasons which attracted a person to a geographical area initially may no longer be favourable, leading them to potentially pursue a different career path which is more suited to their changing needs.

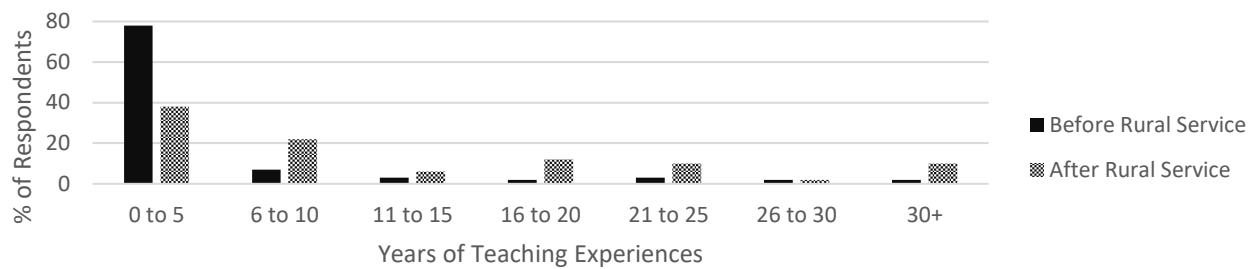


Figure 2 – Trends in teaching experience before and after rural service - Handal, Watson et al (2018)

In the Australian research (Handal, Watson, Petocz and Maher, 2018) data was obtained from 191 rural secondary school teachers. As Figure 2 shows, a significant percentage, nearly 80%, of these teachers had under five years teaching experience before they worked in a rural setting. This suggests that, in this group of participants, NQTs or early-career teachers are attracted back to the rural setting to begin their careers. The teachers questioned, nearly 40% had left the rural post within 5 years. This could lead to the conclusion that teachers within little experience begin their careers in rural locations, only remaining in post for a relatively short period of time.

Interestingly, the participants of this study were split into gender groups and their thoughts and feelings examined separately. Differing reasons to remain or leave the profession could be evident in the different genders, providing an additional variable to be considered. However, details on whether the participants of the study, conducted by Handel et al (2018), had either left the teaching profession altogether or if they had left the rural area but remained in the teaching profession in an urban setting was not detailed. Though conclusions were drawn from the qualitative data that a collection of factors contribute to career change decisions, with recurring factors such as personal circumstances, workload and career opportunities mentioned; echoing similar factors in other sources (Day and Gu, 2007; Perryman and Calvert, 2020).

Changes in working conditions brought about by budget cuts appear to be another significant contributing factor for teachers leaving or considering leaving the profession in the future (Spielman, 2020). As with all public services, local education authorities (LEAs), have seen funding and budgets reduced over recent years. Secondary schools have been forced to drop the range of subjects offered to pupils, increase class sizes and lower staffing levels in order to reduce their deficits and due to the reducing budgets. These changes have brought about a climate of increasing insecurity and job uncertainty. In addition, temporary or fixed terms contracts have become increasingly common with less permanent post available (Fenwick and Weir, 2010). The lack of permanent posts would be an issue for what Merton (1957) describes as “settlers” whereas “transients” would be less affected as they would be willing to relocate to secure employment. Evidently, these changes will continue to impact upon teacher retention as more secure career options will become increasingly favourable opposed to the less secure teaching roles.

Although the working environment is important, ultimately, salary could be considered the most important factor in determining the choice of job or career path that an individual decides upon. Motivation theories of Vroom (1964) and Blackburn & Lawrence (1995) name extrinsic rewards as being prominent contributing factors to an individual’s motivation. Ward (2016) notes that graduate teachers could often secure higher salaries outside of teaching, be it in industry or financial institutions for example. This is especially relevant for mathematics or science graduates who would be teaching STEM subjects. Traditionally, STEM subjects are disproportionately affected in terms of retention and supply as the teaching profession cannot offer the lucrative salaries and packages offered by the private sector. Teachers’ salaries have been fixed at an annual increase of 1% (Busby, 2016) since the financial crash in 2008. However, during the same period, salaries within the private sector have increased by approximately 2%, further adding to the perception that from a financial perspective teaching is a less attractive career pathway (Coughlan, 2013).

As a consequence of the global financial issues in 2008 when the UK entered a period of austerity, there have been repeated cuts to public sector funding over the past decade by the British Government (Williams, 2019). This has resulted in resources across the public sector becoming increasingly stretched and education is no exception. To deal with reduced funding, many schools and LEAs have cut the numbers of subjects offered to pupils, closed or merged schools in order to maximise teacher to pupil ratios. These changes have made it difficult for teachers trained in certain

subjects to find a teaching position within their subject specialism and conversely a growing number of existing teachers have found themselves having to teach outside their specialism. In addition, the quality of the employees is becoming of increasing concern for headteachers (Vaughan, 2016) due to the lack of applications for certain vacancies. This cycle perpetuates and could exacerbate the frustration and negativity within the profession. Thus, affecting teacher retention but also affecting the ability to attract new employees to the teaching profession. Evidence of these issues are apparent across the whole of Great Britain, despite devolution in Wales and Scotland.

A Scottish based case study conducted by Fenwick and Weir (2010), focussed upon secondary school geography teachers, demonstrates to issues caused by funding or lack of. They note that over the time of their case study, a growing number of NQTs had difficulties securing permanent roles. During this time period the Scottish Government, reported 89% of NQTs were employed in teaching (Scottish Government, 2009). This figure echoes the 10% attrition rate which the majority of teacher retention data points to. However, half of this 89% were actually employed on temporary contracts or in supply roles. The increased employment uncertainty has begun to cause people to question whether teaching is a viable long-term career (Perryman and Calvert, 2020). Based on a sample of 31 student teachers, Fenwick and Weir's (2010) study on teacher retention in Scotland reinforces the sense of employment uncertainty in the current working environment. Though the a relatively small sample size of 31 geography student teachers was used, the sample size does represent a fair portion of the 100 geography student teachers that completed ITT during the academic year 2006-2007 during which the study is based. They noted that three years later, 77% of the participants were still teaching in Scotland. However, the vast majority of these were in supply roles, 58%. This confirms the difficulty that teachers face in securing long term employment over the past decade in particular. In addition, it is also an issue for the incentives and recruitment drives undertaken by the British government to attract people to the teaching profession. As, if NQTs are unable to secure permanent teaching roles, potentially forcing them to leave the profession, this would result in a significant wastage of time and money in training these individuals initially.

Current employment status	Number of Student Teachers	% of Student Teachers
Permanent in Scotland	6	19%
Supply in Scotland	18	58%
England or Ireland	2	6%
Outside UK	3	10%
Changed profession	1	3%
Temporarily out of profession	1	3%

Figure 3 – Employment statistics for secondary geography teachers - Fenwick and Weir (2010)

As Figure 3 shows, when the employment figures for Scotland, England or outside of the UK are combined it does result in a more favourable percentage of over 90% remaining within the profession, all be it not always in permanent teaching roles. Fenwick and Weir (2010) found that only two of the original thirty-one participants had left the profession after three years, giving an attrition rate of 6.5%. Although the small sample size of Fenwick and Weir's (2010) case study results in a teacher retention rate that is perhaps less stark than expected in comparison to Great Britain as a whole. The Scottish research does identify location as a key factor that influences an individual's choice to leave the profession which is also mentioned in other literature (Day and Gu, 2007; Wilkins and Comber, 2015; Dupriez, Delvaux and Lothaire, 2016; Perryman and Calvert, 2020).

As acknowledged by Day and Gu (2007), individuals' responses to issues raised within their working environment and location will be affected by circumstances both personal and professional. Equally, Merton's (1957) notion of worker types could be used to explain why career changes might be decided or forced upon individuals. Within Merton's (1957) work, groups of employees known as "settlers" and "transients" are identified suggesting that individuals will respond to potential obstacles in different ways based upon the characteristic traits of these groups. "Settlers" (Merton, 1957) are defined as individuals that are confined to a geographic area to find employment within due to family or personal constraints. Therefore, if this type of individual were to contemplate or change career options then they would be confined to a given geographic area. With the rural nature of Wales, a large percentage of employees could be classified as "settlers" (Merton, 1957), with a reluctance to leave a given geographic area potentially limiting other employment options. In contrast, "transients" (Merton, 1957) have a more fluid approach to location, with their increased

mobility allowing them to move in order to find or secure employment. Arguably, over recent years, the number of “transients” (Merton, 1957) could be increasing either due to personal preference with better transport links and the desire to travel or perhaps through the necessity of securing permanent and stable employment. As globally the work-force is constantly changing due to developments in technology and political changes, making protean career pathways more viable and favourable (Hall, 2002) particularly amongst the millennial generation (Parfitt, 2020). Therefore, similar changes within the teaching workforce simply echo trends in the global workforce.

As highlighted in the previous paragraph, transient individuals might move geographical location in order to secure employment within the teaching profession. Over the past decade, employment in international school overseas has become a favourable option for some teachers; potentially where the perception is that demands on staff are reduced with smaller class sizes (Handal, Watson, Petocz and Maher, 2018). Overseas vacancies could appear increasingly appealing (Halicioğlu, 2015), as an increasing number of teachers are of the opinion that changes to the assessment processes and curriculum in Great Britain leave them feeling frustrated and exploited (Ruskin, 2016). Various locations around the world could appear favourable options for “transient” (Merton, 1957) individuals, with the potential to being exposed to different cultures and climates.

However, there is evidence that some of the same issues within teaching are still prevalent in an international setting. A study based in Abu Dhabi focussing on teacher satisfaction by Ibrahim and Al-Taneiji (2019) shows that similar concerns are just as prevalent as with UK based teachers. The research group categorised teachers’ concerns into two groups. The first group named motivational factors, such as job satisfaction and professional development. Maintenance factors is the second group, containing practical factors such as working hours and salary. Based on 19 teachers in the UAE (United Arab Emirates), this small-scale research, echoes the concerns often raised in British based research. Though the context of the issues within the UAE and Great Britain would be different, the themes behind them recur.

Heavily mentioned in Ibrahim and Al-Taneiji’s (2019) study are maintenance factors such as salary, job security and work load; suggesting that teacher discord transcends location and are fairly universal. Future literature on British teachers leaving to teach abroad would allow for a more detailed analysis of the opinions or experiences of teaching in different educational systems and

contexts. However, there are difficulties in obtaining such research as it would require a long period of time to collect meaningful responses and in addition obtaining a sample would be problematic. This would require the originally British based teachers to be tracked to ascertain if or when they left the teaching profession. As noted in the studies performed by Wilkins (2015; 2017), maintaining access to these individuals is a difficult task.

Conducted over a five-year period, more detailed study of Belgian teacher retention rates (Dupriez, Delvaux and Lothaire, 2016) with a significantly large sample size resonated with the themes mentioned in other literature despite being in a different location. This study generated a large amount of quantitative data which can be easily analysed, though some of the more nuanced, qualitative data found in smaller scale studies is missing. The sole reliance upon quantitative data is a possible limitation of this study as it lacks the individual perception or opinion that qualitative data can show.

The quantitative data generated did allow Dupriez et al (2016) to conclude that regardless of gender or educational phase, early career teachers display the highest attrition rates, as outlined in figure 4. A second conclusion is that attrition rates in the secondary phase are greater than primary with almost 25% of the secondary phase teachers in the study leaving after the first year. The primary phase data is similar to the often quoted 10% attrition rate. However, after the initial year, the differences between the phase's decreases. Therefore, averaging out the attrition rates over the five years, this study (Dupriez, Delvaux and Lothaire, 2016) again seems to correlate with the 10% attrition rate mentioned in various British sources (Barmby, 2006; Scott, 2016; Department of Education, 2010 to 2022). Indeed, Dupriez et al (2016) acknowledge in their own conclusion that this percentage attrition rate is quoted in many studies globally. Though, they do not identify any singular determining factor causing the high attrition rate, rather that numerous factors contribute to the issue.

<i>Primary</i>	<i>1st year</i>	<i>2nd year</i>	<i>3rd year</i>	<i>4th year</i>	<i>5th year</i>	<i>N</i>
2005-2006	9.7%	5.6%	3.3%	1.9%	1.9%	1603
2006-2007	11.8%	4.8%	3.4%	2.9%	4.2%	1572
2007-2008	11.0%	4.0%	3.2%			1666
2008-2009	11.3%	5.7%				1570
<i>Secondary</i>	<i>1st year</i>	<i>2nd year</i>	<i>3rd year</i>	<i>4th year</i>	<i>5th year</i>	<i>N</i>
2005-2006	25.1%	7.6%	4.7%	3.5%	2.3%	2716
2006-2007	28.9%	7.1%	3.8%	3.3%	3.5%	2636
2007-2008	25.4%	8.4%	5.7%			2679
2008-2009	27.6%	9.7%				2663

Figure 4 – Annual exit rates of early career teachers in Belgium, 2005 -2009 - Dupriez, Delvaux and Lothaire (2016)

Conclusions made by Dupriez et al (2016) and in a study by Wilkins (2017), on elite-career changers, show that individuals with higher qualifications have a greater attrition rate. Both studies conclude that more qualified individuals with competency in skills that are transferrable to other professions will be sought after. Thus, with seeming favourable working conditions and higher salaries these individuals can be lured away from the teaching profession. Wilkins (2017) specifically states that secondary phase teachers are more likely to leave for this reason. This could be explained as often secondary phase teachers have a degree in and therefore a specific subject specialism; with degrees in mathematics, sciences or languages being particularly sort after.

In contrast to other literature and perhaps a general assumption, Dupriez et al (2016) found that the socio-economic environment of a school's location has little impact on attrition. It could be assumed that schools in a challenging socio-economic setting would have greater negative factors and therefore have greater attrition rates amongst teaching staff. It appears from their conclusion that Dupriez et al (2016) were surprised by their findings and concluded that additional analysis would be required to confirm the finding. When surmising this anomaly, Dupriez et al (2016) hypothesise that employment in schools in a socio-economically challenged location can prove to be a relatively stable option in that context. Therefore, attrition rates are lower than expect, as for individuals previously

defined as “settlers” by Merton (1957) a teaching career is favourable compared to other options in the locality.

2.4. Theme 3 – Career Changes

The flexibility now available in the working environment could be and increasingly will become a significant factor in staff retention across various professions. Tomlinson et al (2018) define a flexible career as “one that meets the individual’s needs and preferences for flexibility and sustainability as life circumstances change” (Tomlinson, Baird, Berg and Cooper, 2018) but it is influenced by an individual’s decisions along with environmental and organisational factors. Their work is summarised in a framework, Figure 5, showing that multiple factors are involved for an individual deciding whether to remain or change careers. This concurs with the literature on teacher retention (Dupriez, Delvaux and Lothaire, 2016; Santry, 2016; Ward, 2016; Handal, Watson, Petocz and Maher, 2018); life events as well as work environment plays a role in the decision-making process which cannot always be predicted.

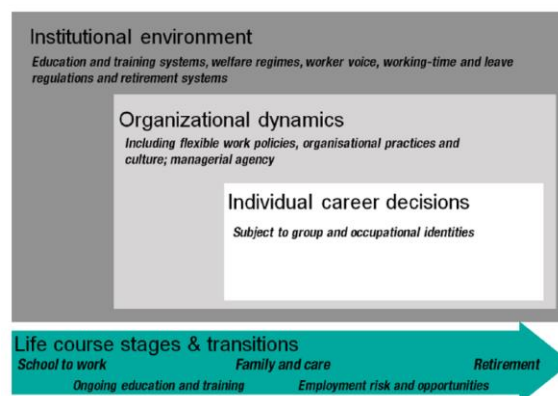


Figure 5 – Flexible Career Framework – Tomlinson, Baird, Berg and Cooper (2018)

Tomlinson et al (2018) do however note that the literature based upon flexible careers is often highly individualised and focused on the person rather than the institutional and organisation dynamics. They describe these as “actors” such as governments, regulatory bodies and employers; all of which play a role in teacher retention. In addition, Tomlinson et al (2018) emphasis that life events are not always sequential, that in reality these events are overlapping or staggered and not a series of uniform stages, linking to work by Hall (2002) and Parfitt (2020) that in particular, the millennial generation, are more likely to retrain and change careers than previous generations.

During the 1990s new theories about careers started to become more prevalent in the literature, with numerous theories proposed linking “actors” such as workforce demographics, organisational hierarchies and human psychology together. Gubler et al (2014) state that the two major theories that have gained notoriety are the boundaryless and the protean career theories. The boundaryless theory focusses more upon the mobility within a career change, looking more at the job roles and promotion opportunities (Sullivan and Arthur, 2006). The protean career, first described by Hall (2002), places emphasis on motivation to achieve career success. This theory seems to resonate more strongly with the teaching profession as teaching is based on altruistic motivations (Stanford, 2001; Nieto, 2003; Chiong, Menzies and Parameshwaran, 2017; Wilkins, 2017; Cohen, 2019) rather than more extrinsic motivations (Vroom, 1964; Blackburn and Lawrence, 1995; Cochran-Smith, 2006) such as pay rises or bonuses that would match more readily with the boundaryless theory.

In direct contrast to existing teachers opting to leave the profession, there has been a significant number of people chose to change careers to enter the teaching profession. Due to the COVID pandemic, applications for ITT in England and Wales had risen by 16% in 2020 when compared to 2019. On the face of it this would be a positive change; however, the availability of placements within schools fell during the pandemic due to practical difficulties cause by COVID restrictions. Placement capacity in primary schools reduced by 20% and in secondary schools by 7% (Worth and McLean, 2020).

Though lack of job security is not solely an issue within teaching, indeed it is increasingly prevalent throughout society; where careers that were once considered secure and stable are no longer with the general realisation that companies or institutions no longer reward employees for loyalty (Overell, Mills, Roberts, Lekhiet and Blaug, 2010; PwC, 2011). Advancements in technology and the increase in temporary or zero hours contract changing the global working environment (Deloitte, 2019). Yet, the effect of the COVID pandemic could change the world of work further. Research commissioned by the Gatsby Foundation in 2020 to analyse the secondary school teacher recruitment market showed that the number of posts advertised had fallen by 38% compared with the same time period in 2019 (Gatsby, 2020). It was suggested that this was in part due to the practicalities of conducting interviews during the first COVID lockdown but also as teachers were less likely to leave their current role in a period of such uncertainty. The full impact of the COVID pandemic on the workplace is likely to be the topic of further research over the coming years.

Pre-COVID efforts to increase recruitment has been driven the government offering alternative teacher training routes, bursaries and other financial incentives (Hinds, 2018; Spielman, 2020). Within the literature, this group of people are often referred to as “elite-career changers” (Wilkins and Comber, 2015). Primarily, the focus of this literature into elite-career changers motivations has been the importance of the development of resilience within ITT and the early years of a teaching career (Wilkins and Comber, 2015; Wilkins, 2017). The importance of resilience in order to deal with professional demands and challenges is often addressed in literature focussed on existing teacher also (Day and Gu, 2013; Wilkins and Comber, 2015; Dupriez, Delvaux and Lothaire, 2016).

These elite-career changes are often highly educated with successful careers in other sectors which has clearly demonstrates a level of resilience which should be transferrable into their teaching career. Though, within the literature, a study by Wilkins and Comber (2015) concludes the opposite. Wilkins and Comber (2015) research specifically into elite-career changers found that they were significantly less likely to complete ITT than the rest of the cohort; although Wilkins and Comber (2015) did not propose an explanation as to why this was the case. Participants that where interviewed and questioned for this study had completed teacher training; this could be a limitation to the findings from individuals that had left teacher training were not collected. This is a fundamental issue in researching attritions rates in teaching, with accessing individuals that have left the profession difficult. This has made identifying a singular reason to explain why high-calibre individuals with previous career experience are less likely to complete ITT (Wilkins and Comber, 2015) than individuals straight out of university difficult.

Wilkins (2017) then conducted a further similar study into elite-career changers but with a smaller sample group in order to obtain more qualitative data. The sample consisted of 20 elite-career changers who were undertaking the most common route to achieving Qualified Teacher Status (QTS) by completing a one-year Postgraduate Certificate in Education (PGCE). The pathways which the participants used to complete the PGCE are varied, with not all the participants following the traditional university led course. Along with the small-scale sample size of the study, another limitation is that the findings are based upon individuals’ perceptions. In addition, the sample is not a representative, stratified sample. The proportion of the different pathways used to complete the PGCE do not represent the national averages.

Wilkins (2017) does indicate that individuals experiences with the universities leading the PGCE could be a factor as to why an individual would not complete the teacher training course; therefore, when conducting the interviews Wilkins (2017) focussed on the school-based aspect rather than the academic side of the course. Though there are some limitations to the depth of the finding due to the small scale, some useful insights about elite-career changes can be gleaned. The initial reasons as to why an individual choosing to enter the teaching profession mirrors the reasons given by other entrants to teaching, consisting predominately of reasons that would be classed as intrinsic or altruistic (Stanford, 2001; Nieto, 2003; Chiong, Menzies and Parameshwaran, 2017; Cohen, 2019). Wilkins (2017) describes the predominate reasons as individuals having a “sense of civic duty” and the “social good” that teaching can provide.

Elite-career changers research (Wilkins and Comber, 2015) has found that resilience is an important factor in order to meet the challenges during initial ITT and that elite-career changes often draw on experiences from their previous careers in order to accomplish this. This supports to findings of other studies into the importance of resilience for teachers when facing challenges and how resilience is needed in order for individuals to develop an authentic professional identity within teaching (Day and Gu, 2013).

As with previous studies (Wilkins and Comber, 2015) no compelling reason was found for why previously success professionals are more likely to leave their newly chosen profession than the average PGCE student. However, the same limitation exists in this study with that of Wilkins’ previous work, in that it is difficult to get information from people that have left; therefore, there is a bias to the findings as they are generally based upon information provided by individuals that have completed the training and remained in the profession. This limitation is mentioned in over studies for example Carver’s (2021) work on identifying the factors that make teachers at risk of leaving.

Wilkins (2017) highlights the difficulty that withdrawal from teacher training might be perceived as failure which makes individuals less likely to continue to communicate and engage in the study after they have left. Though many previous studies have noted that, as Day and Gu (2013) mention, it is important that early career teachers establish a professional identity within the school (Kelchtermans and Ballet, 2002; Ball and Forzani, 2009) and as elite-career changers have a strong sense of their attributes from their previously successful careers that they then might find adapting to the unique

culture or political context within a school environment more difficult than an individual with less real-world experience.

The issue of above average attrition rates within the ITT of elite-career changers could be a more significant issue if the trend continues within this sub-group once employed within the teaching profession. It is not possible to filter the system level data on teacher retention rates as this is only possible for characteristics such as gender, age, ethnicity, phase etc. However, if this higher-than-average attrition rate is present within in service elite-career changers then this would be an issue for current and future recruitment policies in the UK. Attracting this group of professionals has been a part of recruitment drives in the UK and also used as a method to raise quality of teaching (Freedman, Lipson and Hargreaves, 2018). However, if elite-career changers are less likely to complete ITT, having been attracted to the career by predominately extrinsic factors such as bursaries and are likely to have shorter careers then the economic investment in targeting this group and investing in their training seems flawed.

2.5. Theme 4 – Work Load

Throughout literature where qualitative data has been collected, unreasonable work demands and poor work-life balance are commonly occurring themes in the reasons given for individuals decided to leave teaching. In media coverage, this is often the angle that is highlighted as causing the issues. The rhetoric from teaching unions has come increasing strong in the past decade; the Association of Teachers and Lectures (ATL) stating that current working conditions were affecting staff from living normal lives (Hilton, 2017) and that that four in ten of their members will leave the profession during the first year of teaching, citing unmanageable workload (ATL, 2015). Though these are strong statements, they correlate with findings included in studies with Santry (2016) and Ward (2016) both noting that in order to lead less stressful lives experienced teachers are leaving the profession or opting for early retirement; with some of the participants in these studies choosing to take a salary reduction in order to restore a healthier work-life balance.

Workload concerns are prevalent across differing locations. A common assumption might be that schools in challenging socio-economic areas, often urban areas, would have higher attrition rates would lead to the impression that schools in a rural setting would therefore have a preferable work-

life balance to their urban counterparts. However, findings from Handal et al (2018) suggest that the same concerns regard to workload are as relevant to teaching in a rural setting. Numerous participants in this particular study mentioned that due to the smaller work force that they feel pressurised to take on additional responsibilities such as head of department or teach subjects outside of their specialism.

Joining the teaching profession with the intention of making a difference was found by Marsh (2016) to be the reason of up to 92% teachers to enter the profession. Though Marsh's (2016) research found that the reality of their role has led many of these individuals to leave the profession after becoming increasingly disillusioned. This research suggests that individuals decide to join to profession with what Ibrahim and Al-Taneiji (2019) defined as motivational factors over the maintenance factors such as salary. In addition, a high level of commitment has been demonstrated by individuals in order to obtain the qualifications necessary to enter the profession, yet the demands of the profession in the early years of their career have ultimately proved too great. This suggests that changes to teacher training could be needed so that this accurately reflecting the realities of a teaching careers; thus, equipping NQTs to enter the profession with realistic understanding of the expectations and demands of their future role. Conversely, it could be argued that the demands within teaching are unrealistic and that that is the issue that needs to be addressed rather than the training process. Often driven by changes in government; changes to curriculum, assessments and bureaucracy all exacerbate teachers' work load and can distract from the altruistic or motivational reasons individuals initially enter the teaching profession with.

Over the past decade, awareness of the importance of mental health and well-being has become increasing prevalent and accepted in the main stream. Generally, people are becoming more conscious of their mental health with the stigma and barriers around the discussion of mental health issues beginning to reduce. All employees, including teachers, are evaluating work-life balance for the consideration of their well-being more than ever. As a consequence, future employment policies could place greater emphasis upon well-being. Until then, individual organisations endeavour to be more proactive and innovative around the area of staff well-being (Hascher, 2021). Indeed, the school inspectorate in England, Ofsted, have suggested that teacher turnover rates could be referenced when judgements are made of schools (Woodcock, 2016). The intention being to make schools more accountable for staff well-being; though the formalisation of this measure could be considered

questionable. As a major factor contributing to low staff well-being has widely been attributed to pressures created from performance indicators; having an extra performance indicator could further exasperate the issue on teacher retention but also on the pressure faced by senior leadership staff. Woodcock's (2016) study acknowledges the high attrition rates within the teaching profession but the main focus of the study is head teachers. Woodcock (2016) finds that the number of head teachers leaving the profession are also on the rise, with increasing work load and pressures been identified as major contributing factors. Therefore, adding yet another performance indicator around the measurement of staff well-being could increase attrition rates further. In addition, preliminary results of surveys carried out by headteachers in Wales since the COVID-19 pandemic show high levels of stress and exhaustion caused by the increased demands throughout the pandemic (Marchant, Seaborne and Brophy, 2022). This research group is planning use data linkage between the survey responses and health records along with employment records to investigate whether the effects of the pandemic will or has negatively affected attrition rates amongst headteachers in Wales.

The negative effect created by an excessive workload is stress. This is a subjective matter, perceptions of stress and the ability to deal with stress differs greatly from person to person. Indeed, stress is dealt with in different ways by people (Jepson and Forrest, 2006). Jepson and Forrest (2006) found that personality differences were vital in understanding why work-related stress affects some people more than others. This study involved ninety-five British based participants across both primary and secondary phases. Echoing Wilkins (2017) findings, Jepson and Forrest (2006) noted a significant difference in attrition rates across the two educational phases; yet, no great difference between genders. Though Jepson and Forrest (2006) study suggest that secondary phase teachers are more likely to leave, the sample size is relatively small. Mulholland et al (2017) conducted a far larger study into the impact of stress upon attrition rates in secondary school teachers. This Scottish based study primarily focussed upon middle leaders and teachers with a number of years teaching experience. Interestingly these groups of people have opted to increase their responsibility level but also have demonstrated resilience to navigate the issues noted in early career years studies such as Dupriez et al (2016) work. Nevertheless, Mulholland et al (2017) found that 63% of the participants were becoming increasingly preoccupied by changes driven by Government negatively impacting on workload. Such studies confirm that the issue of teacher retention is prevalent across the spectrum of teaching experience with NQTs, early-years and experienced teachers all having stress related reasons to leave the profession.

Using Ibrahim and Al-Taneiji's (2019) definition of maintenance factors such as salary and job security as being particularly important to keeping individuals within their teaching roles; meaning the high salaries and low tax packages in places such as the UAE attractive options. In contrast, the more motivational factors could be met by working in educational systems where high levels of literacy, numeracy and motivation are achieved regularly, for example the Scandinavian countries such as Finland. Countries that regularly rank highly on global performance tables could be assumed to have effective education systems; therefore, an inference to be made that teachers working within these systems would have a positive perception of their job. Though a smaller study about teachers' feelings in the UAE (Ibrahim and Al-Taneiji, 2019) generally concurs with this assumption, a significantly larger Finnish study of over a thousand teachers suggested otherwise. Santavirta et al (2007) concluded that high demands were the primary factor of job dissatisfaction; suggesting that high workload is a universal issue across all education systems. The secondary factor noted by Santavirta et al (2007) was low decision authority. This was defined as "an individual's ability to influence their work content and working methods" (Santavirta, Solovieva and Theorell, 2007). Their study found that approximately 70% of the participants identified as "emotionally exhausted" (Santavirta, Solovieva and Theorell, 2007) due to the two main factors of high demands and low decision authority.

Terms similar to "emotionally exhausted" (Santavirta, Solovieva and Theorell, 2007) such as "emotional burnout" (Hascher, 2021) indicate that high workloads take their toll on current teaching staff. It is clear that burnout has an adverse effect upon teacher retention rates. Indeed, Madigan and Kim (2021) meta-analysis on teachers' intention to quit shows that both burnout and low job satisfaction were the significant factors in an individual's decision to leave teaching; with burnout being the more influential of the two. Madigan and Kim (2021) findings also showed that the negative effects from burnout on teacher retention seem to be increasing over time, suggesting that it will become the dominant issue in the future.

However, in this type of study, the findings are based upon data collected with regards to feelings or perceptions and therefore by its nature self-reported and difficult to quantify. An individual's perception of a high workload or stress is subjective; "different individuals will deal with it in different ways" (Jepson and Forrest, 2006). In addition, data collected on this theme is likely to contain an

element of bias; individuals that are dissatisfied within their profession are potentially more likely to participate in such studies than contented employees.

A study that focussed upon whether leaving teaching made individuals happier, found that job satisfaction did improve but other indicators such as depression, anxiety and alcohol consumption showed very little change. Jerrim et al (2021) suggest that the reason job satisfaction is the only indicator that increases is because in the time period before leaving teaching job satisfaction will be low and then at the start of the new job outside teaching job satisfaction would inevitably be higher albeit for an initial period. They also noted that they did not find a significant decrease in job satisfaction upon entering teaching which suggests that there is not a particular problem within teaching rather that people that are less suited to the job will naturally chose to leave. In addition, with changing nature of the work place, the protean career path is becoming more common place (Parfitt, 2020).

Research suggests however that generally people enter the teaching profession for the right reasons, intrinsic and altruistic reasons, but also doing so with the perception of teaching as being a long-term career option (Perryman and Calvert, 2020). This shows that the high attrition rates are not due to the profession being seen as a short-term career option but that people have the intention of building long-term careers within teaching.

Perryman and Calvert's (2020) large sample size recent study into teachers based in the south of England again cited workload as being the predominate factor in the decision to leave the profession. The study linked to the student database from London's UCL Institute of Education, which is one of the largest providers of teacher training in the UK with graduates of which providing a significant supply of teachers to London and the South East of England. A large small size of approximately 1200 people was collected after an email was sent to 3596 ex-trainees from UCL Institute of Education that had enrolled within the past five years. Importantly, this study managed to obtain responses from individuals that had left the teaching profession which it often difficult and missing from other literature on teacher retention (Wilkins and Comber, 2015; Wilkins, 2017). The responses from the study mirror this national 10% attrition rate (Barmby, 2006; Scott, 2016; Department of Education, 2010 to 2022) but also states that up to 50% of the responders would consider leaving the profession in the next five years.

The underlying factor in the loss of motivation to teach with the responses appears to be a disparity between expectation and reality. The people in this study have completed ITT so they are aware of the potentially demanding nature of the profession yet the pressures and demands of their workload overpower their capacity to adapt (Perryman and Calvert, 2020). Lack of support and high demands in terms of a culture of targeted accountability within the school environment ultimately led people to leave the teaching profession early into their career. In contrast to other studies where extrinsic factor, such as improved salary (Ingersoll, 2003), were fundamental factors to leaving the profession within this study responders had transferred to other less well-paid jobs, citing the improvement in work-life balance as being the deciding factor.

Though addressing the issue of workload, itself is a difficult one, as it is such a subjective term. Workload cannot necessarily be quantified, measuring it in terms of hours or tasks, as it is often nature of the work not the quantity that is the issue (Perryman and Calvert, 2020). Indeed, the general response from the British government is that changes will be made to reduce workload by reducing bureaucracy and increasing pay to compensate (Coughlan, 2018). However, conclusions from Perryman and Calvert's (2020) study indicate that the problem lies in the current culture of teaching with its constant scrutiny and performance measures, reducing workload would not change these cultural issues. Leading to the conclusion, that systematic changes are needed within the teaching profession with a great emphasis on autonomy, self-regulation and a working environment where staff feel valued and motivated.

2.6. Theme 5 – Reasons to Remain

An alternative view point would be to identify the reasons why teachers remain in the profession as opposed to why teachers leave. Being aware of factors that have a positive impact upon teacher retention could inform future retention schemes or incentives. However, the focus of the majority of the literature has been on recently qualified teachers with less literature available on long serving teachers.

As outlined by Day and Gu (2007) motivation plays an important role for long-serving employees. A study by Chiong, Menzies and Parameshwaran's (2017), which concentrated upon individuals with ten or more years teaching experience in England, again concluded that there are a multitude of

contributing factors towards motivation. The large-scale study, Chiong, Menzies and Parameshwaran's (2017) work was based upon over experienced 900 teachers, thirty years' experience in some cases. However, the sample was not separated into sub-groups such as gender, subject specialism or teaching phase. This could be a limitation as differing sub-groups could possess differing views and face different issues. Therefore, the data produced is generalised as solely that of experienced teachers. In addition, had a longer time frame been used to conduct the research, this might have enabled the group to select a representative sample from each sub-group. Furthermore, the selection of individuals invited to complete the questionnaire was not randomised. Hence, there is the potential for self-selection bias to have occurred; as individuals with strong opinions both positive or negative may have been more inclined to participate over their less motivated counterparts. The results from this study are therefore representative of the group that actively participated rather than representative of the teaching profession as a whole.

The factors that contribute towards an individual's decision as to remaining in a role can be categorised into distinct groups; intrinsic, extrinsic but also altruistic. Intrinsic reasons would include an individual's interest for a subject whereas an altruistic reason would be the desire for pupils to succeed. Often intrinsic and altruistic reasons are connected as they logically follow on from one another as noted in additional research by Stanford (2001) and Nieto (2003). Though in contrast, Cohen's (2019) study of veteran teachers found that they liked their job because of their personal passion for the subject, an intrinsic reason, which enable them to derive satisfaction from teaching despite the presence of disruptive or difficult students, therefore not necessarily achieving the altruistic reason that both Stanford (2001) and Nieto's (2003) studies found often follows. Indeed, many of the studies over the past couple of decades into teacher retention or attrition rates have suggested that intrinsic and altruistic reasons are the most significant type of reasons as to why individual chose to enter and/or leave the profession (Chiong, Menzies and Parameshwaran, 2017).

Often within the British based findings, extrinsic factors such as salary and holiday entitlements are of lesser significance than intrinsic or altruistic factors when deciding to enter the profession (Richardson and Watt, 2006). Often individuals starting teacher training have described teaching as a profession of "high demand and low returns" (Manuel and Hughes, 2006) but feeling as though the intrinsic and altruistic reasons were great enough to compensate. Indeed, Chiong et al (2017) key finding is that individuals that hold intrinsic and altruistic factors to a high importance are more likely

to remain within the teaching profession than those who have chosen to leave. This research group concludes that future retention strategies should therefore focus upon nurturing and encouraging vocationally based reasons to remain within the profession as opposed to more extrinsic incentives.

That said, extrinsic factors should not be fully dismissed as these are still a contributing factor in the choice of leaving the profession, such as within the work of Ibrahim and Al-Taneiji's (2019), a study based in the UAE. Though Ibrahim and Al-Taneiji's (2019) extrinsic factors were classified as maintenance factors. In contrast to considering extrinsic factors as simplistic incentives such as holidays; extrinsic factors should be regarded as method and strategies that teachers used to sustain and effectively manage their workload in order to maintain a healthy work-life balance. Extrinsic reasons do feature prominently on the decision to leave the profession with better salaries being a key recommendation to improving retention rates (Ingersoll, 2003). Research by Cochran-Smith (2006) found that alone, intrinsic and altruistic reasons, were not enough for teachers to remain committed to a profession with increasingly demanding working conditions. This suggests that reasons and motivations change throughout an individual's career, perhaps as priorities change extrinsic factors become increasingly important. As noted in a Scottish based study by Fenwick and Weir (2010), the reasons for an individual decision to remain in teaching are varied and complex; simultaneously altruistic, intrinsic and extrinsic motivations both positively and negatively as circumstances within an individual's life change. For individuals that remain, research based on long-serving teachers appears to show that a fundamental validity in their career choice, an intrinsic factor, sustains them through different periods of time (Chiong, Menzies and Parameshwaran, 2017).

A clear-cut altruistic reason to enter the teaching profession would be to help disadvantaged pupils. Therefore, it could be suggested that if altruistic reasons are important factors for people to remain with the profession, then teacher attrition in disadvantaged areas might be lower than the average rate. Allen et al (2018) notes that macro movements, that is movements out of the profession, are well researched with a significant amount of data available on the subject in Great Britain; however, micro movements, that is movement between schools, is less well researched. Though Allen et al's (2018) study focusses on micro movements or staff turnover from English schools in disadvantaged areas it could still be relative for the issue of teacher retention as high staff turnovers can cause changes to the working environment. High staff turnover could increase workload for the remaining staff or schools might have to offer improved salaries in order to attract staff. These scenarios could

have adverse effects on the remaining teachers' motivation. The data analysed by Allen et al (2018) shows that there is a correlation between high teacher turnover and level of disadvantage in an area. Within secondary schools, they found that schools in a more disadvantaged area have 2.6% more teachers with a working tenure of less than two years in the school compared the secondary schools in a more affluent area. Though this difference is not large but does show that there is greater staff turnover in schools in disadvantaged areas suggesting that the other pressures or factors have proven more significant than the original altruistic factor of wanting to help. This is in contrast to the Belgian study by Dupriez et al (2016) that concluded that the socio-economic environment had no clear effect on attrition rates.

Having a lower turnover of staff has potential benefits. A report published by the British government (2004) indicates a positive correlation between pupil outcomes and the length of service of teachers; with existing teachers having a greater familiarity with curriculum and specifications along with time to foster stronger relationships with pupils. Existing, long serving teachers have the experience of dealing with the day-to-day issues that arise, having models and solutions to address the issues encountered. As with all professions, if experienced practitioners leave, they take their knowledge and this is not passed onto less experience staff within the work place. Consequently, new or less experienced staff could feel less prepared to deal with situations, causing them to feel overwhelmed and thus causing them to choose to leave. In addition, high attrition rates also have an economic impact, as greater numbers are needed to be trained to meet the vacancies within the education system. An important caveat is that the effectiveness or quality of a teacher is that an experience is not necessarily a determining factor, as some less experienced teachers will be more effective than some long-serving teachers. Conclusions on this matter is divided within the studies, some suggesting that commitment levels increase over time and others concluding to the contrary. Indeed, Day and Gu (2007) study concludes that after analysis of both pupil outcomes and personal perception, lower levels of commitment were found among the long-serving teachers that participated in their study. As this research solely focussed upon teachers leaving the profession, there was no comparison between the quality or effectiveness of the that leave or remain which is a limitation of the research.

High staff turnover could have an adverse effect on standards and consequently pupil outcomes as effective teaching is vital for good pupil progress in school (Burgess, 2016). There needs to be a degree of turnover within the profession as individuals will retire, newly-qualified teachers will enter

the profession and existing teacher will progress into senior leadership roles. Within the teaching profession in the UK, the number of teachers retiring has fallen since 2011 (NFER, 2018) in contrast to the rising attrition rates in early years teachers. However, a high turnover rate could be detrimental to the working environment of the school as strong, constructive working relationships will not be formed. Higher turnover rates would put a greater strain on the recruitment process, whether that be attracting existing teachers to apply for new vacancies or hiring NQTs to fill the vacant roles. Burgess (2016) describes the British NQT recruitment process where student teachers will have spent time training in a school when a vacancy may become available. Essentially, the teaching practise has then become an extended interview process which may or may not favour the NQT should they apply for the vacancy. This is different to the NQT schemes in some other countries, for example the US, where NQTs are placed into a centralised pool as a licence to teach is required within the different states. This database can be accessed by schools and roles or job offers are offered or assigned to them.

It is suggested by Chiong et al's (2017) study that enabling teachers to have a greater sense of value and "perceived professional mastery" (Chiong, Menzies and Parameshwaran, 2017) will have an impact on improving the effectiveness of future teacher retention strategies. The various literature sources collected suggest that the majority of the factors, be it categorised as personal or personal, intrinsic or extrinsic, motivation or maintenance are intertwined but are often rooted in an individual's perception of their value, capability and competence within the teaching profession. Universally, a motivated workforce will be a productive one (Vroom, 1964; Maslow, 1943) within any profession or industry; furthermore, within the teaching profession would ultimately maximise pupil progress and outcome. Success breeds success, therefore creating a positive, fulfilling ethos within the profession should in turn improve retention rates. This enforces Maslow's (1943) hierarchy of needs as in this type of working environment an individual is more likely to fulfil the higher-level needs of esteem and self-actualisation.

The challenge is to create this type of working environment is great but schools and ultimately the British Government will have to address if the current poor retention rates continue. In recent years, the British Government (Hinds, 2018) and the teaching unions such as the NUT (2013) have suggested that sabbaticals should be encouraged. Indeed, a previous Education Secretary Damien Hinds (2018) announced that five million pounds would be utilised to facilitate a teacher sabbatical scheme;

outlining that it would be open to teachers with seven or more years' experience. Unsurprisingly, this suggestion from the British Government drew a mixed response from the teaching profession. Focussing on the economic argument, opponents questioned whether sufficient money had been set aside for such a scheme (Twiselton, 2018). Findings from Mulholland et al (2017) indicate that the option of sabbaticals should be targeted at more experienced teachers. They conclude that such a scheme would enable teachers to take time away from the profession and thus removing them from what is perceived to be an increasingly demanding work environment. In contrast, opponents to such schemes, suggest that these schemes could in fact increase attrition rates as it would enable teachers to pursue alternative employment or career options outside of the profession (Twiselton, 2018). Thus, such sabbatical schemes would merely amplify the problem with retention rates, as changing careers or the protean career pathway (Hall, 2002) are increasingly common place particularly among the millennial generation (Parfitt, 2020).

Falling teacher retention rates is not a problem unique to Great Britain, it is an issue facing other countries. As in Great Britain, other governments have set aside funding for various incentives or schemes. In Australia, areas with above average attrition rates have offered housing subsidies and bursaries in order to help retain or relocate staff, particularly in rural areas (Handal, Watson, Petocz and Maher, 2018). Similar approaches are evident in literature from Abu Dhabi (Ibrahim and Al-Taneiji, 2019) with lucrative packages being offered to teach in specific locations. Both the Australian (Handal, Watson, Petocz and Maher, 2018) and Abu Dhabi (Ibrahim and Al-Taneiji, 2019) research groups conclude that these would be short-term solutions as these incentives will not address the issues central to low teacher retention rates in the long-term. Initially, these types of monetary, extrinsic incentives will generate motivation (Vroom, 1964; Blackburn and Lawrence, 1995) but this effect will be dissipated as the effect of the intrinsic or altruistic issues causing low teacher retention rates occur meaning the high-level motivations outlined in Maslow's (1943) hierarchy will not be fulfilled.

If extrinsic or monetary incentives do not provide a viable solution to the problem in the long-term then a possible alternative would be to take a holistic approach to the issues affecting teacher retention rates. Changes within the education system enforced by the changing of governments is inevitable, therefore teachers' perception of workload is likely to remain high meaning the more intrinsic and altruistic factors affecting teacher retention will remain significant. As noted throughout

the various literature (Santry, 2016; Ward, 2016; Mulholland, McKinlay and Sproule, 2017; Ibrahim and Al-Taneiji, 2019), feeling unvalued and stress are two of the principal intrinsic factors that contribute to high teacher attrition rates. Teaching staff feel they are having to deal with increasing demands within their jobs which has led to growing support for the use of meditation in both schools for the pupils and in the lives of teachers (Konza and Pappas, 2008). Internationally, teacher well-being is similarly a cause for concern with a report published by the Organisation for Economic Cooperation and Development (OECD) referring to the issue of stress caused by professional demands should be taken seriously (Schleicher, 2018). This report also indicated that there is a correlation between teacher well-being and the cognitive skills needed to be a capable teacher, meaning that if well-being is low then the standard of teaching will suffer.

2.7. Theme 6 – What Could Improve Retention Rates

As previously noted, increasing the awareness and time dedicated to maintaining good mental health and well-being has become more prevalent in society. The notion of the importance of teacher well-being is mentioned increasingly within literature; for example, in Dupriez, Delvaux and Lothaire (2016) study of early career years teachers which stated that there should be a greater attentiveness towards individuals. Teachers who feel valued and secure within their positions are more satisfied and therefore less likely to leave the profession (Ibrahim and Al-Taneiji, 2019).

Schemes with an increased emphasis on well-being have been trialled on a small scale within the UK. One such example is the RETAIN teacher retention programme based in Cornwall. Though in its infancy with a small number of early career teachers participating, ten in total, the programme has been subject to an evaluation by Ovenden-Hope et al (2018). Ovenden-Hope et al (2018) suggest that early outcomes of the scheme are positive, as all the participants had remained within the teaching profession with some progressing to achieve leadership roles within their places of work. This is in sharp contrast to the general trend in teacher attrition rates nationally. Ovenden-Hope et al (2018) outline the main emphasis of the scheme is on coaching and mentoring the participants by providing them with support and advice. In addition, it encouraged the small number of participants to be reflective, self-evaluating practitioners with the aim of making individual feel that they have control of their careers and that they have valued and respected within their working environments. Though this research as a small sample size and no control group to compare findings against, the qualitative

data obtained through interviews by Ovenden-Hope et al (2018) does indicate the participants believe that the RETAIN programme has positively impacted their careers.

Altering the focus of ITT to an increasingly personalised approach has also been a proposal put forward in the literature on elite-career changers. With Milton (2017) stating despite being highly motivated and resilient individuals, elite-career changers feel that the professional development support during ITT and during the early years of their teaching careers does not take into account sufficiently their potential contributions to the profession. Leading to the conclusion that personalising teacher training and early years professional development is important to utilise the established competencies of these elite-career changers (Mayotte, 2003; Haggard, Slostad and Winterton, 2006); as these attributes from their previous career are the reason why they have been recruited in the first place, often with the intention of improving the quality of teaching. Though one interpretation of Milton's findings (2017) is that building personalisation and flexibility into ITT is important in order to address the high attrition rate within this sub-group known as elite-career changes, Milton (2017) does also note that due to the ambivalent reasons of some of the participants in the small sample study such a change would have little impact. By definition this sub-group have 'high value CVs', potentially making the decision to leave the teaching profession when experiencing difficult or frustrating circumstances an easier one than people entering teaching as their first career and only career.

Adding to this, is the findings of Hulme and Wood's (2022) recent study into the importance of the quality of initial teaching experience (ITE) upon job satisfaction. Based upon 382 survey responses from teachers primarily from the north-west of England and Scotland, Hulme and Wood (2022) concluded that strongest predictor of job satisfaction was support from mentors during their initial teaching experience. Though a limitation in the research is that the professional competence of the participants of the survey was not available, as the group did not have access to the participants performance reviews. Nonetheless, it still shows of the importance of maintaining good quality, experienced teachers within the system to act as positive mentors to NQTs.

Echoing the ethos of the RETAIN programme, a move to increasing autonomy and self-regulation in schools could allow for a more valued and reflective workforce where schemes of successful mentoring and coaching are embedded. The OECD's own research suggestions that provided there

is sufficient accountability then positive outcomes can be the result of school autonomy (OECD, 2010). The British education system is currently working towards developing a self-improving system with autonomous schools. These autonomous schools will take ownership of their responsibilities, work as teams, to critically evaluate performance and to build capacity for self-improvement; all of which could have a positive effect on intrinsic and altruistic motivation factors. Countries such as Finland, Singapore and Canada all are widely-regarded as having existing successful autonomy models. However, using the data on attrition rates from the large-scale OECD Teaching and Learning International Survey (TALIS) shows these successful autonomy models have a mixed impact on teacher retention. The OECD average for teachers reporting that they wish to leave the profession within the next five years is quoted as 25%; both Finland and Canada reported figures below this average of 23% and 17% respectively, however the Singapore figure is above average at 30% (OECD, 2020) despite Singapore having a very low teacher attrition rate of 3% (Rushe, 2018).

The model for monitoring and assessing schools has generally been heavily reliant on data for performance indicators and judgements during inspections. Comparisons could be easily made as the data collected can enable schools to be ranked and placed into quartiles across a range of performance indicators. On the face of it, it means that schools' performance can be judged as 'good' or 'bad'. However, it is a strongly quantitatively based process which lacks qualitative features. It is widely acknowledged that this system, with its emphasis on personal accountability and performativity (Perryman and Calvert, 2020) has a negative impact on teacher well-being. There have been moves made with the British education system to alter the accountability process with the current Conservative government stated their wish in "reducing central and local government prescription for all schools to give heads and teachers the space to focus on what really matters" (Gove, 2012). Consequently, in England, the National Curriculum was made more concise, a modified inspection framework was created and schools rated as outstanding will no longer have routine Ofsted inspections.

The inspectorate in Wales, ESTYN, have also made changes to the inspection processes, with five new inspection areas: learning; wellbeing & attitudes to learning; teaching & learning; care, support & guidance and leadership (ESTYN, 2023). Self-evaluation processes are held in greater importance than before meaning that there is a greater drive towards autonomy within schools. However, there was still an element of 'ranking' within the Welsh system with schools categorised as red, amber,

yellow or green schools, until very recently. The intention of this categorisation model was to decide which schools needed improvement and thus have access to help, support and additional funding. However, though the initial concept was progressive, allowing schools to work together and building autonomy by allowing schools to improve themselves from within, all too often the categorisation model was still often seen as a ranking tool. Due to the COVID pandemic, the then Welsh Education Minister Kirsty Williams (2020) announced that the school categorisation would be suspended and since then the new chief inspection of ESTYN has stated that these measures are to be scrapped with further changes to the inspection process completed for 2024 (ESTYN, 2022).

Though many studies into high teacher attrition rates indicate that the pressures of targets and judgements are often major contributors to stress and thus the decision to leave the profession (Santavirta, Solovieva and Theorell, 2007; Wilkins, 2017; Perryman and Calvert, 2020); enviably there will always be a degree of accountability and ultimately performance judgements as the education system, particularly in the secondary phase, is based upon pupil outcomes in qualifications at KS4 and KS5. In addition, as with any profession, there are professional standards that teachers are accountable to.

In Wales, many of the current and forthcoming changes have been precipitated by the findings of the Donaldson report (Donaldson, 2015). Significant changes have been made within the Welsh education system with the development of the new Curriculum for Wales alongside a new set of teaching standards. These new teaching standards reflect the drive for autonomy and self-improvement with features from the systems in countries such as Finland and Singapore (OECD, 2010). Reflecting the change in ethos of the new Curriculum for Wales, the new teaching standards also have a greater emphasis upon innovation, collaboration and leadership. Allowing teachers more freedom to have ideas and the opportunities to work collaboratively with other professionals could help to maintain the intrinsic motivations, such as the passion for they subject specialism (Cohen, 2019), that brought people to the profession. Furthermore, these new standards could allow elite-career change more opportunity to share and use their skills and knowledge from their previous careers (Mayotte, 2003; Haggard, Slostad and Winterton, 2006), potentially helping to maintain their motivation to remain within the teaching profession (Milton, 2017).

The inclusion of leadership within the new Welsh standards, enables teachers to take responsibility and demonstrate leadership regardless of their current role within the school; building capacity from within the profession with the application of successful mentoring and guidance addressing the findings from Ovenden-Hope et al (2018) evaluation of the RETAIN programme. Enabling employees to be challenged, with their opinions and expertise valued enough to share with other colleagues would go some way into achieving the high-level motivation factors; belonging, esteem and self-actualisation, outlined by Maslow (1943). Extrinsic incentives are offered within teaching to an extent, particularly internationally where lucrative packages can be offered (Ibrahim and Al-Taneiji, 2019), but within the British state school system it is not possible. Therefore, in order to continue to attract and maintain the motivation of existing teachers ensuring that teaching is a satisfying and fulfilling is vital; a move towards a system with greater autonomy and self-evaluation might allow for this.

Alterations to ITT and the support offered to NQTs could have a positive impact on retention rates, but the 21st century work environment needs also to be considered. Improved transport links, technology advancements, social changes and more recently the COVID pandemic have all made great changes to the way we work and our attitudes towards work. Furthermore, alterations to the demographics of the work force such as gender, age and generation have changed what people expect from work (Tomlinson, Baird, Berg and Cooper, 2018). Despite the changes, employment within an organisation still remains the dominant work environment for the majority. In the major economies such as Germany, Japan, the UK and the US; the proportion of employees employed within an organisation rather than being self-employed has increased over the past couple of decades, with approximately 70% working within an organisation as of 2016 (OECD, 2016). Developing a positive and affect working environment, in the context of a school, is still an important element as working within organisation is very much still the reality of the majority of the work force.

3. CONCLUSION

To conclude, though not an exhaustive list, recurring issues of increasing workload, lack of career opportunities, poor salary, job insecurity and feeling undervalued are mentioned in both the British based literature and the international studies (Barmby, 2006; Fenwick and Weir, 2010; Santry, 2016; Ward, 2016; Mulholland, McKinlay and Sproule, 2017; Handal, Watson, Petocz and Maher, 2018; Ibrahim and Al-Taneiji, 2019). With workload and feeling undervalued in ITE being the two major issues linked to poor retention rates.

Motivational factors can essentially be divided into three categories: intrinsic, altruistic and extrinsic. The literature suggests that improving extrinsically based incentives such as salary will lead individuals to remain in the profession in the short term (Richardson and Watt, 2006; Manuel and Hughes, 2006; Ibrahim and Al-Taneiji, 2019). However, to address teacher retention in the longer term, intrinsic based incentives or changes are needed (Stanford, 2001; Nieto, 2003; Chiong, Menzies and Parameshwaran, 2017; Ovenden-Hope, Blandford, Cain and Maxwell, 2018; Cohen, 2019). From work by Chiong et al (2017), it is clear that individuals, be it straight from university or elite career changers (Wilkins and Comber, 2015), need to enter the profession for altruistic reasons and then have their motivational needs met. Studies of long-serving teaching professionals (Chiong, Menzies and Parameshwaran, 2017) indicates that confidence and resilience are important for individuals to cope with the increasing demands, along with the importance of positive ITE to maintain job satisfaction (Hulme and Wood, 2022).

The attrition rate of 10% appears to be consistently quoted in the British based literature (Barmby, 2006; Scott, 2016; Department of Education, 2010 to 2022); this is comparable with attrition rates with professions of similar pay-scales and entry requirements such as nursing and the police (Home Office, 2000-2016; Buchan, Charlesworth, Gershlick and Seccombe, 2019). Though the approximate teacher attrition rate is higher in Great Britain than in some other countries, for example that of Singapore (Rushe, 2018), the low birth rate in the UK means that pupil numbers will fall by 12% over the next decade (Department of Education, 2022). Potentially meaning that there will be sufficient teachers within the British education system. However, as school funding is allocated based on pupil role, falling numbers could mean less funding which could affect staffing levels negatively. Furthermore, different subject specialisms or geographical regions across Great Britain have their

own set of challenges and constraints (Barmby, 2006; Slee and Miller, 2015; Dupriez, Delvaux and Lothaire, 2016; Handal, Watson, Petocz and Maher, 2018). Nationally, with the dropping pupil role a 'crisis' in teacher retention could be avoided, there could still be deficits in specific areas on a local level (National Audit Office - Report by Auditor General, 2016).

Importantly, the world of work has evolved over the past few decades, from increased emphasis on the importance of well-being and a healthy work-life balance (Santry, 2016; Ward, 2016; Hascher, 2021) to the change in attitudes towards career pathways be it as boundaryless or the protean career (Hall, 2002; Sullivan and Arthur, 2006). In addition, the COVID pandemic has been a catalyst for further changes both to our work environment and universally across the globe. The consequences and changes in the world of work caused by this event are still to be fully realised and are likely to be further researched in the coming years. There is most likely is not a single factor that would solve any potential 'crisis' in teacher retention, rather changes should be made to endeavour to ensure that teachers feel valued and respected as employees and to foster a positive working environment where teachers and ultimately pupils can thrive.

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5. APPENDICES

5.1 Appendix 1: Ethics Form

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: “creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications”. As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the “principal researcher”.

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

Delete the Guidance Notes at the end of the form BEFORE submitting your application

SECTION A: About You (Principal Researcher)

1	Full Name:	Rachel Harries			
2	Tick all boxes which apply:	Member of staff:	☐	Honorary research fellow:	☐
3	Undergraduate Student	☐	Taught Postgraduate Student	☐	Postgraduate Research Student
					☒
4	Institute/Academic Discipline/Centre:	Trinity Saint David – MA(Education)			
5	Campus:	Swansea			
6	E-mail address:	1204240@student.uwstd.ac.uk			
7	Contact Telephone Number:	07790 132173			
For students:					
8	Student Number:	1204240			
9	Programme of Study:	ECGE7002P – Dissertation			
10	Director of Studies/Supervisor:	Catherine Morgan			

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☐
				Date	
2	If Yes, please indicate source of approval (and date where known):	Research Degrees Committee	☐		
3	Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Institute Research Committee	☐		
4		Other (write in) Dissertation Supervisor	☒	05/03/21	

SECTION C: Internal and External Ethical Guidance Materials

	Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
1	<u>UWTSD Research Ethics & Integrity Code of Practice</u>	☒
2	UWTSD Research Data Management Policy	☒
3	BERA Guidelines (2018)	☒

SECTION D: External Collaborative Research Activity

1	Does the research activity involve collaborators outside of the University?	YES	☐	NO	☒	
2	If Yes, please provide the name of the external organisation and name and contact details for the main contact person and confirmation this person has consented to their personal data being shared as part of this collaboration.					
3	Institution					
4	Contact person name					
5	Contact person e-mail address					
6	Has this individual consented to sharing their details on this form?	YES	☐	NO	☐	
7	Are you in receipt of a KESS scholarship?	YES	☐	NO	☐	
8	Is your research externally funded	YES	☐	NO	☐	
9	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☐
10		Employed	YES	☐	NO	☐
11	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)	If YES then the permission question below does not need to be answered.	YES	☐	NO	☐
12	Permission to undertake the research has been provided by the partner organisation	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☐

Where research activity is carried out in collaboration with an external organisation

13	Does this organisation have its own ethics approval system?	YES	☐	NO	☐
14	If Yes, please attach a copy of any final approval (or interim approval) from the organisation				

SECTION E: Details of Research Activity

1	Indicative title:	Is there an issue of teacher retention in the UK compared with other careers and, if so, what measures could be put in place to minimise the issue?		
2	Proposed start date of your research (not your course start date):	June 2021	Proposed end date:	June 2022
3	Introduction to the Research (maximum 300 words) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the three points below: • <i>Purpose of Research Activity</i> • <i>Proposed Research Question</i> • <i>Aims of Research Activity</i> • <i>Objectives of Research Activity</i> Demonstrate, briefly, how <u>Existing Research</u> has informed the proposed activity and explain • <i>What the research activity will add to the body of knowledge</i> • <i>How it addresses an area of importance.</i>			
4	Purpose of Research Activity In recent years, there appears to have been an increasing issue with teacher retention in the UK, particularly reported by the media. The government has also mentioned various potential schemes aimed at improving the retention rate and there have been changes made to teaching training courses. The proposed literature review will look to see if retention rate is indeed an issue and whether this is just the case in teaching or if this is a similar issue/rate in other professions. Existing literature such as reports by Dupriez, Delvaux & Lothaire (2016) and Hilton (2017) provided an overview of the general factors that cause teachers to leave the profession. There is also previous research on the impact that poor support and a lack of professional development can have on teacher retention, one publication in particular by Fenwick & Weir (2010). In addition to looking at why people that have solely trained as a teacher leave, work by Wilkins & Comber (2015) looks at the issue of teacher retention of "Career-Changers". These people are professionals that have often had successful careers in other fields and have opted to change career paths to teaching and yet still leave. If similar themes as to why these types of people leave the teaching profession, as with the people to have only had a teacher career; then this perhaps would suggest that these are the primary issues that need to be addressed to improve teacher retention. In order to reduce the bias that could be caused by primarily using literature that focusses on why people leave the profession, it could be beneficial to look at literature that examines the reasons as to			

	why people stay in the profession, for example Chiong, Menzies & Parameshwaran (2017) research that focusses on why teacher with ten or more years' experience have remained in the profession. I will look at literature from other countries to observe what strategies or systems are in place to within the education to maintain teacher retention. Carrying out searches on other databases such as the Teacher Reference Centre and Zetoc will provide literature based on overseas education systems or teacher retention in specific phases respectively. Literature mainly exists on international schools in the Middle East, in particular Dubai and Abu Dhabi, where perhaps different factors play a part in a person's decision to remain or stay in the teaching profession. In addition, it could be of benefit to search for research concerning other professions and how they have adapted the working environment and/or practices to improve retention rates. If there are factors or changes that appear to work, then perhaps in the long term these could be used to evaluate whether some of the recent UK government suggestions/changes to teacher training have the potential to be successful in terms of raising retention rates. References: Chiong, C., Menzies, L. & Parameshwaran, M. (2017): Why do long-serving teachers stay in the teaching profession? Analysing the motivations of teachers with 10 or more years of experience in England. <i>British Educational Research Journal</i> Volume 43 (6): 1083–1110 Dupriez, V., Delvaux, B. & Lothaire, S. (2016): Teacher shortage and attrition: Why do they leave? <i>British Educational Research Journal</i> Volume 42 (1): 21–39 Fenwick, A. & Weir, D. (2010): The Impact of Disrupted and Disjointed Early Professional Development on Beginning Teachers. <i>Teacher Development</i>, Volume 14 (4): 501-517 Hilton, G. (2017): Disappearing Teachers: An Exploration of the Variety of Views as to the Causes of the Problems Affecting Teacher Recruitment and Retention in England. <i>BCES Conference Books</i> Volume 15: 79-85 Wilkins, C. (2017): 'Elite' career-changers and their experience of initial teacher education. <i>Journal of Education for Teaching</i> Volume 43 (2): 171-190 (this box should expand as you type)
5	Research Question What are the main factors that affect teacher retention rates in the UK and are they comparable with other professions? (this box should expand as you type)
6	Aims of Research Activity The aims of the literature review are to: • Determine whether common themes or factors that cause teachers to leave to profession have been identified within the existing literature • Examine whether the teacher retention rates in the UK are comparable with other professions or if it is an issue specific to teaching • Consider how changes to the working environment/practices could positively affect teacher retention rates (this box should expand as you type)

7	Objectives of Research Activity The objectives of the literature review are to: • Search a variety of existing literature into teaching retention in the UK and observe any common factors or themes with the existing literature • Compare literature and/or data on retention rates in comparable professions to teaching in order to ascertain if retention is an issue specific to teaching • Identify if other professions or different phases within the education sector have adapted the working environment/practices to positively affect teacher retention rate (this box should expand as you type)
8	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed.
9	Literature review will be the methodology used for this dissertation. The aim will be to have a systematic approach to the published literature. However, there could potentially be a very large number of articles, journals etc published on the topic of teacher retention. Therefore, a filtering process will be applied to collect a manageable number of sources to review. Primarily, specific databases that are focus on educational literature will be used such as EBSCO. Other databases such as the Teacher Reference Centre and Zetoc might also prove useful for finding literature based on overseas education systems or teacher retention in specific phases respectively. However, there will be the need to used other databases specifically for data on other professions. The review will focus on teacher retention within the UK so initially the filter will include the keywords UK, Wales, England and Scotland. England and Wales have slight differences in their education system to that of Scotland, therefore there might be articles that are focussed on the Scottish system rather than the English/Welsh education system. An additional filter will be applied to reduce the time period being looked at. Literature from the past ten years will be selected so that the information or data to be reviewed is the most up to date. Furthermore, literature based on secondary school teachers will be used over primary school teachers as this is the area that I am interested in from a personal perspective. These filters will reduce the amount of suitable literature down but potentially there could still be a large amount available. To try to ensure that the literature is credible a further filter for peer assessed literature will be applied. To enable a comparison or conclusion to be made as to whether teacher retention rate differ to any other profession, an addition search for data for other professions will be required. In the interest of fairness other professions that require similar qualifications to that of teaching will be searched as this will help provide some parity in the comparison of the data. The avenue of reviewing this literature might reveal that the issue of retention is not unique to teaching and is just generational trend or aspect of modern society. As a teacher, there is a risk that I would have a biased opinion on the matter so finding literature of different profession will aid in making the review more impartial then just have educational literature. Finally, the last aspect of the review will be to examine if other countries have similar issue or whether they have different systems to the UK in place to maintain high teacher retention rates. Alongside this, searches will be made to find research concerning other professions and how they have adapted the working environment and/or practices to improve retention rates. If there are factors or changes that appear to work, then perhaps these could be applied in teaching.

	(this box should expand as you type)
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10	Location of research activity Identify all locations where research activity will take place.
11	n/a (this box should expand as you type)
12	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants.
13	n/a (this box should expand as you type)

14	Use of documentation not in the public domain: Are any documents NOT publicly available?	NO	☒
		YES	☐
15	If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with prevailing data protection law of the country in question and England and Wales. (this box should expand as you type)		

SECTION F: Scope of Research Activity

1	Will the research activity include:	YES	NO
2	Use of a questionnaire or similar research instrument?	☐	☒
3	Use of interviews?	☐	☒
4	Use of diaries?	☐	☒
5	Participant observation with their knowledge?	☐	☒
6	Participant observation without their knowledge?	☐	☒
7	Use of video or audio recording?	☐	☒
8	Access to personal or confidential information without the participants' specific consent?	☐	☒
9	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
10	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒

11	Investigation of participants involved in illegal activities?	☐	☒
12	Use of procedures that involve deception?	☐	☒
13	Administration of any substance, agent or placebo?	☐	☒
14	Working with live vertebrate animals?	☐	☒
15	Other primary data collection methods, please explain in this box For example, 'focus groups'. Please indicate the type of data collection method(s) in this box and tick the accompany box.	☐	☒
16	Details of any other primary data collection method: (this box should expand as you type)		

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

1	Who are the intended participants:	YES	NO
2	Students or staff at the University?	☐	☒
3	Adults (over the age of 18 and competent to give consent)?	☐	☒
4	Vulnerable adults?	☐	☒
5	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☐	☒
6	Prisoners?	☐	☒
7	Young offenders?	☐	☒
8	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
9	People engaged in illegal activities?	☐	☒
10	Others (please identify specifically any group who may be unable to give consent) please indicate here and tick the appropriate box.	☐	☒
11	Other – please indicate here: (this box should expand as you type)		

12	Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
13	How many participants are expected?	N/A (this box should expand as you type)

14	Who will the participants be?	N/A <i>(this box should expand as you type)</i>
15	How will you identify the participants?	N/A <i>(this box should expand as you type)</i>

16	Information for participants:	YES	NO	N/A
17	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☐	☐	☒
18	Will you tell participants that their participation is voluntary?	☐	☐	☒
19	Will you obtain written consent for participation?	☐	☐	☒
20	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☐	☐	☒
21	If the research is observational, will you ask participants for their consent to being observed?	☐	☐	☒
22	Will you tell participants that they may withdraw from the research at any time and for any reason?	☐	☐	☒
23	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☐	☐	☒
24	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☐	☐	☒
25	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☐	☐	☒
26	If NO to any of above questions, please give an explanation			
27	<i>(this box should expand as you type)</i>			

28	Information for participants:	YES	NO	N/A
29	Will participants be paid?	☐	☐	☒
30	Is specialist electrical or other equipment to be used with participants?	☐	☐	☒
31	Are there any financial or other interests to the investigator or University arising from this study?	☐	☐	☒
32	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☐	☒
33	If YES to any question, please provide full details			
34	<i>(this box should expand as you type)</i>			

SECTION H: Anticipated Risks

1	Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.					
	If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.					
2	Full risk assessment completed and appended?	<table border="1"> <tr> <td>Yes</td> <td>☐</td> </tr> <tr> <td>No</td> <td>☒</td> </tr> </table>	Yes	☐	No	☒
Yes	☐					
No	☒					
3	Risks to participants For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information					
4	Risk to Participant: Low risk as sources used will to published and peer assessed. No personal data will be collected or stored. The study is a literature review; therefore, it will not include research with participants. <i>(this box should expand as you type)</i>	How will you mitigate the Risk to Participant The study is a literature review; therefore, it will not include research with participants. <i>(this box should expand as you type)</i>				
5	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities No participants as the methodology used will be a literature review. <i>(this box should expand as you type)</i>					
6	Risks to investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest					
	Risk to Investigator: Low risk as the methodology used will be a literature review. However, as the field of research is in education there may be a conflict of interest and potential bias to the findings. <i>(this box should expand as you type)</i>	How will you mitigate the Risk to Investigator: During the literature review efforts will be made to investigate both sides of the issue in equal detail to minimise bias.				
7	University/institutional risks For example: adverse publicity, financial loss, data protection					
	Risk to University: Low risk to University as no potentially sensitive or controversial topics are likely to be raised. However, there could be a risk for a data breach or bringing the institution into disrepute should I act in an improper manner. <i>(this box should expand as you type)</i>	How will you mitigate the Risk to University: To mitigate the risk of myself acting in an improper manner; I will adhere to the ethical and professional standards outline within the BERA guidelines and the UWTSD policies. Following the UWTSD Data Protection code of practise should minimise the risk of any data breaches. <i>(this box should expand as you type)</i>				

8	Disclosure and Barring Service			
9	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
10	Does your research require you to hold a current DBS Certificate?	☐	☐	☒

SECTION I: Feedback, Consent and Confidentiality

1	Feedback What de-briefing and feedback will be provided to participants, how will this be done and when? n/a <i>(this box should expand as you type)</i>
2	Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation. n/a <i>(this box should expand as you type)</i>
3	Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case. n/a <i>(this box should expand as you type)</i>

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://uwtsd.ac.uk/library/research-data-management/>).

1	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
	"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person.	☐	☒
2	If YES, provide a description of the data and explain why this data needs to be collected: <i>(this box should expand as you type)</i>		
3	Does it involve special category data (as defined by the GDPR)?	YES	NO

	“Special category data” means sensitive personal data consisting of information as to the data subjects’ – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),	☐	☒
4	If YES, provide a description of the special category data and explain why this data needs to be collected:		
	(this box should expand as you type)		

5	Will the research activity involve storing personal data and/or special category data on one of the following:	YES	NO
6	Manual files (i.e. in paper form)?	☐	☒
7	University computers?	☐	☒
8	Private company computers?	☐	☒
9	Home or other personal computers?	☒	☐
10	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐
11	“Cloud” storage or websites?	☐	☒
12	Other – specify:	☐	☒
13	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of password protection, encryption, anonymisation and pseudonymisation:		
	The dissertation will be stored/saved on my own personal laptop and a back-up copy on an external hard-drive; both devices are password protected. (this box should expand as you type)		
14	All Data Storage		
15	Will the research activity involve any of the following activities:	YES	NO
16	Electronic transfer of data in any form?	☐	☒
17	Sharing of data with others at the University?	☐	☒
18	Sharing of data with other organisations?	☐	☒
19	Export of data outside the European Union or importing of data from outside the UK?	☐	☒
20	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
21	Publication of data that might allow identification of individuals?	☐	☒
22	Use of data management system?	☐	☒

23	Data archiving?	☐	☒
24	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and DPA (and/or any international equivalent):		
	Data in the form of literature will be stored. However, as this is published literature, it is already in the public domain. <i>(this box should expand as you type)</i>		
25	List all who will have access to the data generated by the research activity:		
	Rachel Harries <i>(this box should expand as you type)</i>		
26	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	Rachel Harries <i>(this box should expand as you type)</i>		
27	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
	The data will be either saved as a Microsoft Word document or as pdf from the literature review searches. The data will be saved on a laptop and USB/Back Up drive which are password protected. The data will be kept for the duration of the dissertation and until the final exam board has confirmed the results. <i>(this box should expand as you type)</i>		
28	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>		
	No. <i>(this box should expand as you type)</i>		
29	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☒
		NO	☐
30	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☒
		NO	☐

SECTION K: Declaration

31	The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
	Signature of applicant:	R Harries	Date: 04/05/21

For STUDENT Submissions:

32	Director of Studies/Supervisor:	Catherine Morgan (Supervisor)	Date: 04/05/21
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33	Signature:		
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For STAFF Submissions:

34	Academic Director/ Assistant Dean:		Date:
35	Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.
☒	I have deleted the guidance notes before submitting the PG2 for consideration

RESEARCH STUDENTS AND STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name.

You will be informed of the outcome of your claim by email; therefore **it is important that you check your University and personal email accounts regularly.**

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

5.1. Appendices 2: Bibliography

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